

ABSTRAK

Kajian ini bertujuan untuk melihat hubungan antara komunikasi pengetua dengan kepuasan kerja guru. Selain itu, kajian ini juga melihat persepsi guru terhadap amalan komunikasi pengetua dan tahap kepuasan kerja guru. Dua dimensi amalan komunikasi dan dua dimensi kepuasan kerja dilihat. Dua dimensi amalan komunikasi ialah komunikasi ke bawah dan komunikasi ke atas sementara dua dimensi kepuasan kerja ialah faktor pendorong dan faktor higien. Kajian dilakukan secara tinjauan dengan menggunakan set soal selidik. Soal selidik komunikasi pengetua diubahsuai dari Down dan Hazen (1977) manakala soal selidik kepuasan kerja diadaptasikan dari The Minnesota Satisfaction Questionnaire (1967). Seramai 30 orang responden telah dipilih secara rawak dari sebuah sekolah menengah di Kuala Lumpur. Data dianalisa dengan bantuan SPSS 9.0 (Statistical Package For The Social Sciences). Ujian korelasi Pearson 'r' dengan aras signifikan 0.05 digunakan untuk melihat hubungan komunikasi pengetua dengan kepuasan kerja guru. Kekerapan dan min digunakan untuk melihat tahap komunikasi pengetua dan tahap kepuasan kerja guru. Dapatan kajian menunjukkan terdapat hubungan yang kuat dan signifikan di antara komunikasi pengetua sama ada komunikasi ke bawah atau pun komunikasi ke atas dengan kepuasan kerja guru. Komunikasi ke atas merupakan variabel yang paling kuat hubungannya dengan kepuasan kerja. Kajian ini juga mendapati ada hubungan yang kuat dan signifikan antara komunikasi ke bawah dan komunikasi ke atas dengan faktor pendorong dan faktor higien. Di samping itu, kajian ini menunjukkan amalan komunikasi pengetua adalah pada tahap yang rendah dan kepuasan kerja guru juga adalah pada tahap yang rendah. Maka amalan komunikasi pengetua mempunyai kesan terhadap kepuasan kerja guru di sekolah. Berdasarkan hasil kajian dicadangkan pengetua sekolah berusaha mempertingkatkan lagi keupayaan berkomunikasi secara berkesan di samping peka terhadap keperluan dan kebajikan guru.

RELATIONSHIP BETWEEN PRINCIPAL'S COMMUNICATION WITH TEACHER'S JOB SATISFACTION IN A SECONDARY SCHOOL IN KUALA LUMPUR

ABSTRACT

The purpose of this study is to see the relationship between principal's communication practices with teacher's job satisfaction. Other than that, this study also would like to observe the perception by teachers towards the principal's communication practices and the level of job satisfaction among the teachers. Two dimensions of communication practices and two dimensions of job satisfaction were considered. The two dimensions of communication practices are downward communication and upward communication while the two dimensions of job satisfaction are motivating and hygiene factors. A survey instrument based on Down and Hazen's (1977) on communication practices and The Minnesota Satisfaction Questionnaire (1967) on job satisfaction were used in this study. A total of 30 respondents were randomly selected from a secondary school in Kuala Lumpur. All the data gathered were analysed using the Statistical Package For The Social Sciences (SPSS) 9.0. Pearson Correlation at $p < 0.05$ is used to show the relationship between principal's communication and teacher's job satisfaction. Frequency and mean were used to show the level of principal's communication practices and teacher's job satisfaction. The result of this study shows there is a strong and significant relationship between the downward and upward communication practices of the principal with the job satisfaction of the teachers. The study also shows that upward communication has a stronger relationship with job satisfaction compared with downward communication. The study also indicates that there is a strong and significant relationship between downward and upward communication with the motivating and hygiene factors. Apart from that, this study also shows that the teachers perceive the communication practices of the principal to be low and the level of teacher's job satisfaction is also low. This indicates that communication practices of the principal has an impact on job satisfaction among teachers. Based on the findings, it is suggested that the principal should strive to communicate effectively and be sensitive towards the needs and welfare of the teachers.